

gravelbourg

maple creek

shaunavon

swift current

CYPRESS HILLS REGIONAL
c o l l e g e

**A N N U A L
R E P O R T**

mission statement

The Mission of Cypress Hills Regional College is to advocate lifelong learning; to be responsive to needs of individuals and communities in southwestern Saskatchewan; and to provide equal access to educational opportunities.

responsiveness

empowerment

communication

equal opportunity

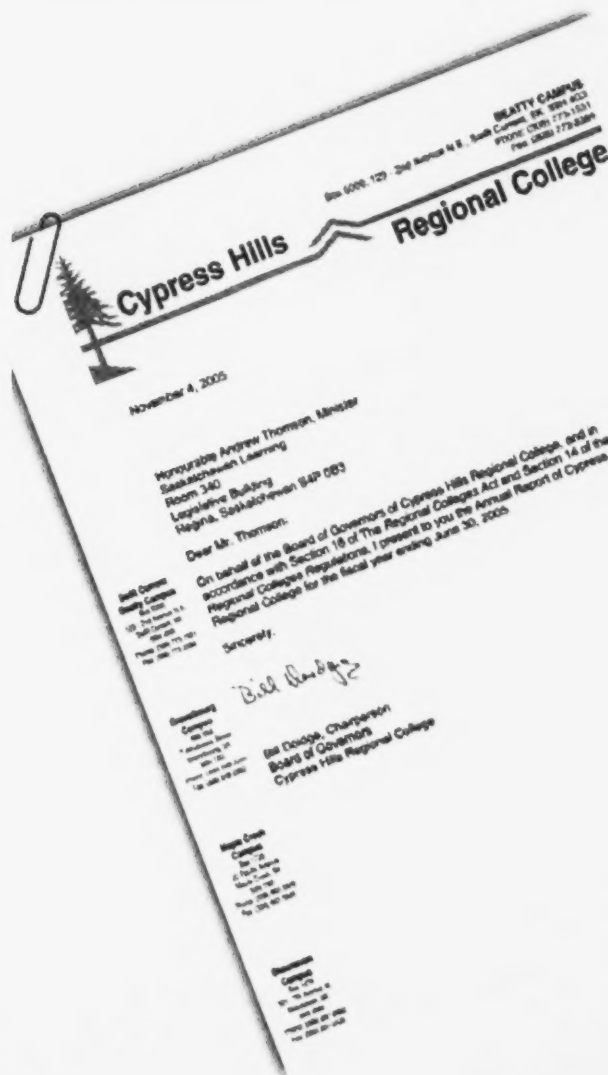
economic/social development

cooperation

accountability

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REPORT FROM THE board of governors

governance priorities during 2004-2005

Recruitment of a President and Chief Executive Officer

In the fall of 2004, Dr. Neil Clarke announced that after eight years as CEO of Cypress Hills Regional College he would be stepping down. This unforeseen decision by Dr. Clarke meant the board would need to establish a recruitment and selection process for a new president. As a result, the recruitment and selection of a new president would become the most significant activity for the Board of Governors in 2004-2005.

Following an extensive search process, the board selected Mark Frison as President and CEO. Mr. Frison brought an impressive background in higher education and economic development to the position, which the board felt would be beneficial for the future of the College.

Governor Development

The board participated in developmental activities over the past year through both the Association of Saskatchewan Regional Colleges (ASRC) and the Association of Canadian Community Colleges (ACCC).

Governors participated in the Governance Now conference organized by a variety of Saskatchewan's colleges and universities. Governors were also able to access professional development through attendance at the ACCC national meeting.

Association of Saskatchewan Regional Colleges

Cypress Hills College continues to be an active participant in the Association of Saskatchewan Regional Colleges. Bill Doidge, chair of the Cypress Hills Regional College Board of Governors, was the vice-president of ASRC in 2004-2005. At the annual meeting of the ASRC in May 2005, Mr. Doidge was elected as President of the Association for 2005-2006.

cypress hills regional college board of governors

Bill Doidge <i>Chair</i>	Swift Current
Ken Jensen <i>Education Leave Committee Representative</i>	Gull Lake
Glen King	Central Butte
Marion Piché	Gravelbourg
Joanne Matsalla <i>Vice-Chair</i>	Swift Current
Dale Mosquito	Maple Creek
Sandra Sanford	Frontier

board meetings

2004

September 27, October 25, November 22, December 20.

2005

January 24, February 28, April 25, May 24 and June 27.



Bill Doidge, Chair



Board member Marion Piché, a resident of Gravelbourg, spoke at the Gravelbourg Campus Partner Lunch.

REPORT FROM THE president

Learners, communities, and employers continued to be very well served in 2004-2005 by Cypress Hills Regional College. Programs and services offered by the College were generally consistent with priorities outlined in the 2004-2005 business plan of the College.

The College was able to offer 401 programs in 21 communities across the region. The College maintained a strong commitment to delivery of programs close to home, for learners and employers.

Despite the high quality programs and services offered by the College in 2004-2005, the College is aware that it must be doing more to serve the needs of learners, communities and employers in southwest Saskatchewan. In order to help support and drive economic growth, the College must grow to support the development of the region.

Anchored by strong investment levels, high natural resource commodity prices, construction activity, and a burgeoning entrepreneurial culture, the southwest is well-positioned for growth. Oil and gas activity ratcheted upwards as the price of oil and natural gas increased over the year. Over 70% of new wells drilled in the province last year were in southwest Saskatchewan. Other anchor sectors including agri-value, manufacturing and tourism show signs of growth and will play a strong role in the economy as we move forward.

In 2004-2005, the Province of Saskatchewan appointed a Training System Review Panel to examine the state of the training system in Saskatchewan and provide advice on how it should be best positioned to serve Saskatchewan over the coming decade. The College actively participated in the process and communicated its desire to support human capital and economic development.

The College remains optimistic that this report, to be released in 2005-2006, will contain recommendations which will advise government to build on the strengths of Regional Colleges in support of rural development.

Cypress Hills Regional College is well-positioned to play a leadership role in supporting the economic growth of southwest Saskatchewan. We are cognizant that many employers in the southwest will face skills and labour shortages as the economy continues to expand. With additional resources, the College is confident that it could help to ensure that the needs of employers are served and that the momentum of the economy is not diminished.



Mark Frison, President

The College actively participated in the Training System Review process, which was initiated in 2004-2005, and communicated its desire to support human capital and economic development.



PROGRAMS AND SERVICES at a glance

Fall 2004
scholarship and
entrance award
recipients.



Cypress Hills Regional College

programs

Cypress Hills Regional College (the College) delivers a wide range of post-secondary programs in partnership with the University of Regina, University of Saskatchewan, Saskatchewan Institute of Applied Science and Technology (SIASST), as well as other post-secondary and industry partners. College programs are delivered in response to community and industry needs which are identified by the College in partnership with the communities in the region. Programs are offered at the Beatty Campus in Swift Current and the three rural campuses in Gravelbourg, Maple Creek and Shaunavon. Many of the College's programs are delivered in towns and villages throughout the College region. During the last year, 2,285 students enrolled in a variety of full and part-time studies with the College.

enrollment by program groups

CHRC Campuses	Programs	Actuals							
		2003-2004				2004-2005			
		Student Enrol PT	Student Enrol FT	Student Enrol Casual	PLs	Student Enrol PT	Student Enrol FT	Student Enrol Casual	PLs
SKILLS TRAINING	Institute Credits:								
	SIASST	94	203	31	143	58	203	42	113
	Other	-	20	-	1	-	-	-	-
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Institute Credit	94	223	31	150	58	203	42	113
	Industry Credits:								
	Total Industry Credit	-	220	1,080	101	-	225	903	150
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	-	24	743	42	-	27	565	30
	TOTAL SKILLS TRAINING	94	467	1,853	293	58	435	1,530	293
BASIC EDUCATION	BE Credits:								
	Adult 12	42	35	-	47	32	38	-	35
	Adult 10	32	9	-	19	18	7	-	15
	Academic OED	-	-	-	-	-	-	-	-
	Total BE Credit	74	38	-	66	50	45	-	50
	BE Non-Credit:								
	Employability/Life Skills	-	-	-	-	-	-	-	-
	English Language Training	2	22	-	6	-	27	-	7
	General Academic Studies	17	15	-	17	9	31	-	21
	Literacy	9	24	-	12	14	13	-	19
	Total BE Non-Credit	28	61	-	35	23	71	-	47
TOTAL BASIC EDUCATION		102	99	-	101	73	116	-	97
UNIVERSITY		10	28	1	23	13	40	-	30
TOTAL ENROLLMENT		217	627	1,854	417	144	611	1,530	420

See Appendix A - Student Success by Program Groups

services

The College provides residents within the region with access to a full range of career services such as career planning, career assessment, academic advising and student financial assistance. The College's career resource centers at the four campuses house resources to assist clients with career and academic planning as well as access to on-line career planning and job search resources. Students also have access to web-based programs through the College's Technology Enhanced Learning (TEL) sites at each of the campuses. Each campus provides access to experienced program staff and career counselors who are available to assist clients and groups with program planning and career assessment.

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PROGRAMS AND SERVICES

equity groups

equity group participation in college programs

Equity group participation in all College programs during 2004-2005 reached 7.07% of all enrollments. Actual enrollments for all three equity groups exceeded the original business plan projections.

Basic Education Programs

Equity group participation in these programs was significantly higher with 42.6% of all enrollments representing equity group clients. Students of aboriginal origin made up the largest equity group at 16.9%. By comparison, 2.3% of the total regional population is made up of people of aboriginal origin. Visible minorities comprised 16.4% and students with disabilities comprised 9%, representing a significant percentage of students in these programs.

	Projection 2004-2005	Actual 2004-2005
Aboriginal Origin	30	33
Visible Minority	20	32
Students with a Disability	10	18

Skills Training Programs

Equity group participation in Skill Training programs totaled 3.77% of all enrollments, with students of aboriginal origin making up the largest equity group at 2.13%. Students with disabilities followed at 1.19% and visible minorities at .45%. Visible minorities make up 1.5% of the total population in the region.

	Projection 2004-2005	Actual 2004-2005
Aboriginal Origin	06	43
Visible Minority	07	09
Students with a Disability	05	24

See Appendix B - Equity Participation Enrollments

See Appendix C - Equity Participation Completers and Graduates

Equity group participation in Basic Education was 42.6%, significantly higher than in other College programs.



PROGRAMS AND SERVICES

skills training

en phow

skills training

Skills training programs encompass institute credit training in a number of programs including SIAST, apprenticeship training, industry-recognized training and non-credit personal development programs. 72% of all FLEs were in skills training programs during 2004-2005.

institute credit

The College delivered a number of full-time certificate programs in partnership with SIAST, the Saskatchewan Apprenticeship and Trades Commission, and with the support of a number of local employers who enabled students to complete clinical and work experience requirements for their respective programs of study.

It is also worth noting that the College has experienced some success in attracting more women into trades training during 2004-2005. Trade programs had high percentages of female participants with 40% in Production Line Welding and 60% in Painting, Drywalling, Concrete Finishing.

Programs offered on a full-time basis included: Business Administration, Office Education, Educational Assistant, Home Care/Special Care Aide, Practical Nursing, Production Line Welding, and Tri-Trades.

Institute accredited programs offered on a part-time basis continue to be well-subscribed throughout the College region in those industry sectors in which training and certification is required for employment, such as healthcare, education and energy. These programs encompassed a wide cross-section of industry sectors.

The part-time programs and courses offered in 2004-2005 included: Agricultural Air Conditioning, Applied Photography, Accounting, Bookkeeping for Small Business, Class 1A Truck Driver Training, Grader Operator, Early Childhood Development, Fireman's Preparation, Medical Terminology, Operating Systems, Primary Care Paramedic, Rehabilitation Worker, Special Boiler Operator, Water and Waste Water Management and Youth Care Worker.

Business Administration

The program has continued to see a decrease in full-time enrollments. A number of part-time students have used their credits as a transfer to university credit. Part-time enrollments continue to be strong in this SIAST program.

There were also many local students that completed the first year certificate who were interested in taking classes toward the second year diploma. The College ran a pilot project this year, offering second year courses. Due to an emerging trend in the demand for accounting courses, the Accounting Diploma was chosen. The first course, ACCT 220, was offered in the fall semester and the second course, ACCT 221, in the winter semester.

In the winter semester, the College delivered an online accounting course to Shaunavon. This allowed the student to access the class at the Shaunavon Campus every week, commuting to Swift Current for the mid-term and final exams only.

Office Education

For a number of years, Cypress Hills Regional College has delivered SIAST's Office Education certificate program. This program was delivered in a competency-based fashion, which allowed great flexibility for rural learners, especially those studying on a part-time basis.

Due to a change in direction, SIAST announced that the program would no longer be available in a competency-based format. This change caused some consternation for both students and employers in the southwest region.



"Motivated by my family, I decided to return to school after almost a decade. My experience at Cypress Hills Regional College was a positive life-changing one. I had tremendous support at home as well as an incredible instructor who believed in my abilities. The small class size promoted open discussion and sharing of ideas. The scholarship application process was simple and worth the effort put in during the year. Now, I have the skills and knowledge required to work in the field I enjoy for a well-respected, growing firm."

- Carol Benjamin
Graduate of Business Administration
Certificate program
Recipient of CHRC
Entrance Award
Employed at Stark & Marsh, taking 2nd Year Accounting courses



PROGRAMS AND SERVICES skills training

Cypress Hills Regional College will continue to monitor enrollment in the revised SIAST program, as well as graduate placement rates to determine the ability of the new program to serve learners and employers.

Educational Assistant

This full-time SIAST program ended in June 2005. The College will be moving to part-time delivery of the program, as we assess the effect of the school division amalgamation on employment prospects for graduates.

Part-time students will still be supported through several part-time instructed classes per year.

Home Care/Special Care Aide Program

This program has remained steady at approximately 9-10 full-time students over the past years. There are also a continuing number of part-time students who are employed and attending classes.

Practical Nursing

The SIAST Practical Nursing program graduated 14 students in January, 2005 and the College started another 16-seat program in April of 2005.

In order to improve the intake and application process, the College created an ongoing waitlist system which is currently enough to fill two to three program offerings. Cost-effectiveness of the program continues to be eroded by a recent decision to reduce class size to 14. This will lengthen waitlists, increase the cost per student to deliver the program, and further hinder the access of healthcare providers to the labour they require.

Tri-Trades: Drywalling, Painting, Concrete Finishing

This pilot-project program consisted of accredited training in drywalling, painting and concrete finishing. The pilot project involved a unique partnership among Alberta Apprenticeship, Saskatchewan Apprenticeship and Trades, SIAST Palliser Campus and the College. Participants in the program were provided Level 1 apprenticeship training in each of the three trades. The goal for graduates of the program is to be indentured in one of the trades with employers in the construction sector; eighty percent of the graduates are employed in the construction sector (two are apprenticed), and 20% returned to further study.

Early Childhood Education

This year, the College ran the three classes from SIAST's Early Childhood Education program that were necessary for Level 1 certification for childcare workers: HUMD 181 Lifespan Development, ECE 182 Programming 1 and HUMD 183 Child Guidance. Most of the students in the classes were employed in the child care sector and some were financially subsidized by their employers to take the classes.

Water Treatment and Distribution

The SIAST Small Systems Water course was delivered as a closed class, in order to accommodate local Hutterite colonies who are being required to certify their water operators.

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"I first came to Cypress Hills Regional College to participate in the Home Care program. I was overwhelmed at the amount of support I received immediately from the staff; everything from financial to career counseling was made available. The instructors are versatile, talented individuals who encourage and guide you every day. I realized how many opportunities were available to me and upon graduating from Home Care, I felt confident and prepared to enter the Practical Nursing program. I am so pleased and thankful to the College and the staff for making my education positive and rewarding."

Kerry Harder
Practical Nursing Student
Centennial Merit
Scholarship Recipient



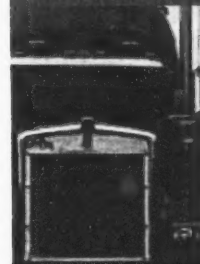
A celebration event was held in April, honouring students receiving awards and scholarships for 2004-2005.

PROGRAMS AND SERVICES

skills training



The Tourism Hospitality program provided training in Front Desk Attendant as well as Food and Beverage Server, which is an apprenticeship trade.



There were 68 students in the Class 1A Truck Driver Training Upgrader program in 2004-2005.

Industry credit

The College continued to experience strong demand for industry credit programs during 2004-2005. The total number of full load equivalents (FLE's) for industry-accredited training increased by 33% from last year, as a result of the College delivering longer-term industry-accredited programs such as Class 1A Truck Driver Training and the Tourism Hospitality program.

Tourism Hospitality

With tourism being identified as a growth sector, the Tourism Hospitality program was delivered in partnership with the Saskatchewan Tourism Educational Council (STEC) and provided training in Front Desk Attendant and Food and Beverage Server. Both of these occupations are apprenticeship trades within the province. This program was delivered in Swift Current and Maple Creek with sixteen graduates. All six graduates of the program in Maple Creek were of Aboriginal descent.

Truck Driver Training

The demand for Class 1A Truck Driver Training continues to be very high as the transportation sector continues to grow. There were 68 students in the Upgrader program and three in the Achievement program in 2004-2005. A significant portion of this increased training is related to the growth in the energy sector. Sixty-seven percent of students in Class 1A Truck Driver Training courses are farm producers who are seeking off-farm employment during the winter months, or are hauling their grain to inland terminals.

Industry Safety

Demand for safety training certification within the energy sector continues to be strong. In response to safety training needs in the energy sector, the College established a partnership with the Petroleum Safety Training Institute (PITS) based in Calgary to deliver computer-based safety training in Maple Creek and Swift Current. The College also delivered a large number of other safety courses for industry such as H2S Alive, WHMIS, Transportation of Dangerous Goods, Ground Disturbance, Confined Space Entry and First Aid/CPR.

non-credit

Industry Non-Credit

Responding to the training needs of both the crown and private sector businesses, custom training was provided for crown corporations, accounting firms, oil and gas companies and several other local businesses.

Community/Individual Non-Credit and Personal Interest Non-Credit

The Public Legal Education Association's (PLEA) free legal information program was reduced this year as PLEA was not able to secure volunteer speakers for all the topics the College hoped to run. Their base of volunteers has diminished and therefore the program will not be available next year in this format. This has been a popular program in Swift Current and created an excellent community partnership with the Swift Current Library, who hosted and helped promote the sessions.

Introductory seniors' computer training continued to be popular this year and the College has seen modest increases in enrollments for the Ed-to-Go, Internet-based training option for those seeking personal enrichment.

In the personal interest category, classes in the cultural industries are popular in our region.

community

PROGRAMS AND SERVICES university

university program

The College partnered with both provincial universities to make university courses accessible to residents within the region. Students may participate on a full or part-time basis through traditional lecture courses, SCN satellite broadcast courses, and on-line courses. The College delivered a total of 13 face-to-face lecture classes from the University of Regina in the fall and winter semesters of 2004-2005.

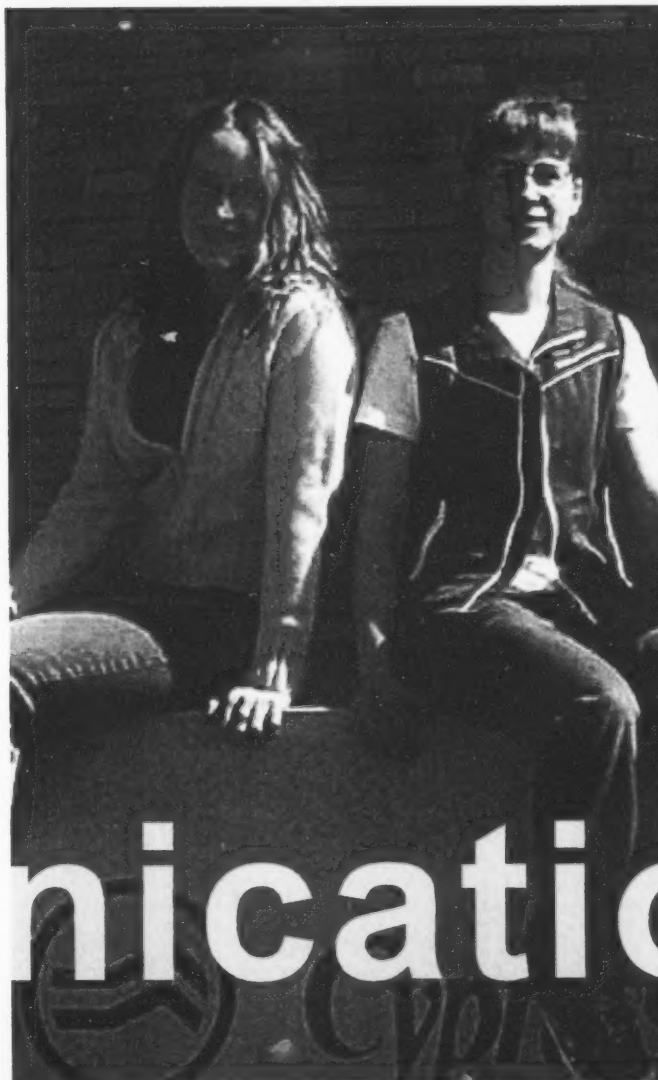
A total of 12 full-time and 40 part-time students participated in a variety of 1st Year Arts and Science, Education, Administration and pre-professional studies courses. As a result of partnerships with schools in the region, the College provides access to university courses through twelve SCN post-secondary receiving sites, in addition to the SCN receive sites at the four College campuses.

Certainty and predictability of credit transferability among post-secondary institutions, particularly the province's two main universities, continues to be a concern of students. The College was pleased with the effort of Campus Saskatchewan to establish the Saskatchewan Council on Admissions and Transfer in 2004-2005. This should help to alleviate some of their concerns and provide a better environment for students in the province pursuing a higher education.



"Taking my first year of university at Cypress Hills Regional College allowed me to live at home and keep my part-time job. It was an easier transition from high school to university, with smaller class sizes and more personable instructors. I completed my first year towards an Arts degree at the University of Regina, which is transferable to many other universities."

- Chelsea Erickson
University student
Recipient of the Sask
Learning Centennial
Merit Scholarship



A total of
12 full-time and
40 part-time
students
participated in a
variety of 1st year
university courses.

nication

ec

A total of 188 full and part-time students enrolled in the College's Basic Education programs during 2004-2005. Total full load equivalents for the program were 4% lower in 2004-2005, than in 2003-04. The College delivered full-time programs in Maple Creek and Swift Current, as well part-time evening programs at Gravelbourg, Shaunavon and Swift Current.



Premier Lorne Calvert presented Lynda Richards (pictured), a former Basic Education student with the first Saskatchewan Council of the Federation Premier's Literacy Award for her courage, perseverance and commitment to increasing her literacy skills.

A current student in the College's Basic Education program received an honourable mention.



The College is very pleased to have the opportunity to work closely with the Swift Current Public School Division, Maple Creek School Division, Shaunavon School Division, Golden Plains School Division, and other school divisions within the region, to serve students completing their academic studies in the Basic Education program.

adult 12, GED and 10 programs

These programs continued to be the most heavily subscribed programs within Basic Education, as many students are completing Grade 12 or upgrading, in order to meet academic prerequisites for post-secondary studies and employment.

technology enhanced learning

The College delivered Math A30 on-line from Beatty Campus, in Swift Current to the three rural campuses and also piloted the delivery of Biology 30.

literacy and general studies

The Literacy program was delivered on a full-time basis in Swift Current and Maple Creek. The College received funding from the Saskatchewan Literacy Network to establish "learner support groups" at both campuses to provide students with a forum for mutual support and to purchase learning resources that expanded the learning opportunities of the students.

driver education project

The College received National Literacy Secretariat funding to design and develop a CD-ROM/DVD based Driver Education resource for students who may experience difficulty meeting Class 5 Driver license requirements. The resource, created for those with low literacy skills and English as a Second Language (ESL), will provide a series of interactive units that will allow a student to learn and review driving rules and regulations and receive immediate feedback.

books for babies

This project, funded by Saskatchewan Learning, Community Initiatives Fund and the City of Swift Current, provided over 200 book bags to parents of four-month olds, in partnership with the Cypress Health Region's Immunization program. The goal of the project is to provide parents with resources that will promote early reading activities and information on child development.

english as a second language (ESL) programs

The College delivered part-time ESL programs for new Canadians at three College campuses. The College received additional funding from the federal government, through the Language Instruction for Newcomers to Canada (LINC) program, to provide ESL instruction for new immigrants moving into communities in the region.

Through a partnership with the Saskatchewan Organization of Heritage Languages, the College was able to provide students in the College's English as a Second Language (ESL) program with an opportunity to teach their native languages, Arabic and Spanish, to children at two schools in Swift Current and Waldeck. They received very favourable responses from the schools.

career and student services

The College continued to offer career and academic counselling services at all four College campuses. The expanding number of on-line courses from post-secondary institutions is significantly increasing the access learners have to post-secondary studies. This enhanced supply environment, while positive for the learner, has created a more complex environment for academic and career counselling.

A more supportive environment for the recognition of prior learning (RPL) is also emerging. Students increasingly are eager to "shop" for an institution which will give them the best deal for recognition of their previous experiences and studies.

Learners accessing their post-secondary studies at a distance often combine various modes of delivery from more than one post-secondary institution. These learners often require more guidance and support in planning their programs of study. The College has responded by developing new and more flexible avenues to access counselling expertise on-line, through the Virtual Counsellor and using the resources of Campus Saskatchewan to assist learners. The College provided career and employment counselling for clients in rural communities through the services of an itinerant career and employment counsellor.

jobstart/future skills program

This program provides matching funds to qualified employers who provide work-based training for new positions, as well as training for current positions with targeted industries. In 2004-2005, JobStart/Future Skills (JS/FS) project submissions remained steady as employers continue to participate in the program, submitting proposals for 24 trainee positions. However, 30% of the projects were cancelled after approval was received, due to labor shortages and the inability to recruit suitable trainees.

Despite regional employment factors, demand for on-the-job training in the agro industry, trades-related, retail and financial sectors remains strong in the southwest. Through the support of the JS/FS program, employers are proposing innovative training solutions to deal with their employment requirements. This program continues to be very important to employers in the region and is a valuable tool for improving the competitiveness and productivity of companies.

Statistical data presented is counted at the completion of the project, then assigned to the fiscal year funding is allocated in. Delays in the start dates of approved projects extended the end dates on 8 projects until 2005-2006. In these projects, trainees and dollars are not included in the 2004-2005 statistics. However, in 2004-2005, approval for over \$100,000 in funding for 15 projects and 19 trainees was approved in our region.

workbased training statistics

Program Year	# of Student Enrollments	# of Contracts	In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	Total # Positions	Department Funding
2003-04	21	27	0	26	1	11	63	\$75,342.91
2004-05	8	6	4	2	0	0	8	\$9,142.29
total	29	33	4	28	1	11	71	\$84,485.20

technology enhanced learning (TEL)

The use of the web-based program delivery is rapidly becoming an integral part of the College's programs and services. Some faculty are beginning to pilot the use of web-based resources to support students in the College's full-time programs. The College continues to partner with the other Regional Colleges in hosting Ed-2-Go, which makes a wide diversity of personal development courses available on-line.

The Basic Education program delivered Math A30 and Biology 30 on-line from Beatty Campus to the three rural campuses. Incremental Tel pilot project funding enabled the College to pilot the delivery of web-based ESL support for learners using a program called Tense Buster.

The College also piloted the on-line delivery of a second-year SIAST accounting course from Beatty Campus to the Shaunavon Campus. Through a partnership with the University of Regina, the College is jointly developing the University of Regina's Math 110 course for on-line delivery from Beatty Campus to the three rural campuses.

ty



Daryl Denning is the Senior Counsellor at Beatty Campus in Swift Current.





Southwest Centre
for Entrepreneurial
Development

community economic development

The enhanced level of economic activity in Swift Current and the southwest has presented numerous opportunities for the College to play a vital role in the development and growth of the community. College staff have been engaged in many economic development groups, including Action Swift Current and the newly formed Action Southwest.

The southwest region has been particularly active and there is much reason for optimism, with: Construction activity in Swift Current, regional cooperation through Action Southwest, 70% of provincial oil and gas drilling activity, a vibrant manufacturing sector, an emerging tourism economy, leading edge wind power generation and a host of new initiatives (beef processing, conference and casino facility, ethanol). All these activities illuminate the opportunities that await the region.

action swift current

The College was actively involved in many projects of Action Swift Current, including Youth Issues, Educational Enhancement, Seniors Issues, Identity and Branding, and City Transit. The College collected, analyzed and presented data on the potential usage of a transit system for the City Transit Project. Along with personnel from the College, the committee included representatives from the Cypress Health Region, Swift Current School Division, Comprehensive High School School Day-care Centre, Abilities Council, City of Swift Current, Southwest Crisis Centre, Big Brothers and Big Sisters, Sask Industry and Resources, Sask Community Resources and Employment, and the Council on Aging.

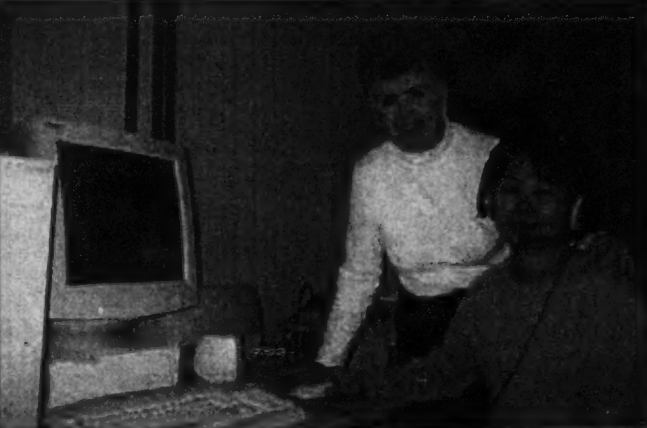
action southwest business network coalition

The Action Southwest Business Network Coalition is bringing together key stakeholders from four key economic sectors within the southwest – tourism, manufacturing, agri-value and energy in order to begin to build stronger partnerships among industries. The College is participating on the Steering Committee to support this important initiative. The Steering Committee is composed of representatives from rural and urban municipalities, businesses, government departments, business development organizations and educational institutions. Each industry sector is represented by a committee which has identified key flagship initiatives stakeholders are committed to developing for the benefit of the southwest economy. The long-term goal of Action Southwest is to build strong business networks within all key industry sectors that will support ongoing economic growth within the region.



SWIFT CURRENT
where life makes sense

Volunteer Tutor,
Carole Toles
(pictured with ESL
student, Susan
Gang), was the
recipient of the
2004 Tutor of the
Year award from
Cypress Hills
Regional College.



CAMPUS HIGHLIGHTS Beatty

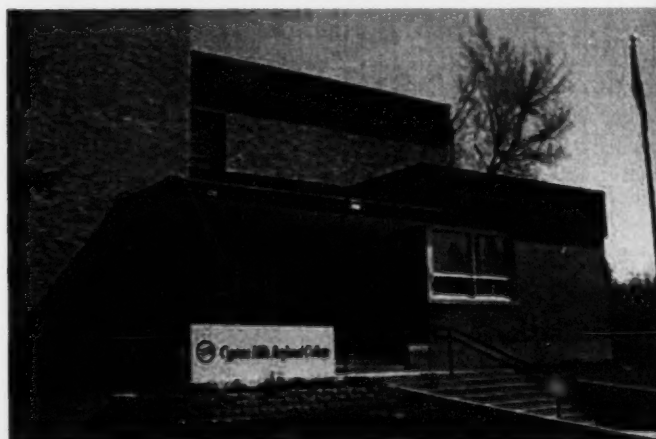
labour attraction and retention committee

The College continues to work with the Labor Attraction and Retention Committee (LARC) and the Chamber of Commerce to raise awareness of the College in the industry sector. LARC is a committee formed by community stakeholders in both the private and public sectors. The purpose of LARC being to attract and retain people to meet current and future labour pool needs in the southwest. LARC is hosted by the Swift Current Chamber of Commerce and is co-chaired by Karen Richmond, Program Coordinator at the College and Marianne Hawkins, Executive Director of the Chamber. In the beginning, LARC members held town-hall meetings to determine the needs and interest in the community. As a result, LARC identified three initial projects:

The first project had the goal of increasing the use of the employment website, sasknetwork.ca, by promoting it to local employers and individuals. The use of sasknetwork.ca has since doubled. The second project is the Immigration Series, where consultants from the Department of Government Relations met with interested employers to educate them on the processes of the Foreign Worker Program and the Saskatchewan Nomination Program. LARC will then develop success stories and testimonials to help other interested employers. LARC is also forming a community action plan, which will help integrate newcomers into the community. The third project involves working with aboriginal communities and local stakeholders to develop a representative workforce, a workforce that is reflective of the demographics of the community. Additional projects have been identified by the LARC members and will be carried out in 2005-06.

enrollment by program groups - swift current

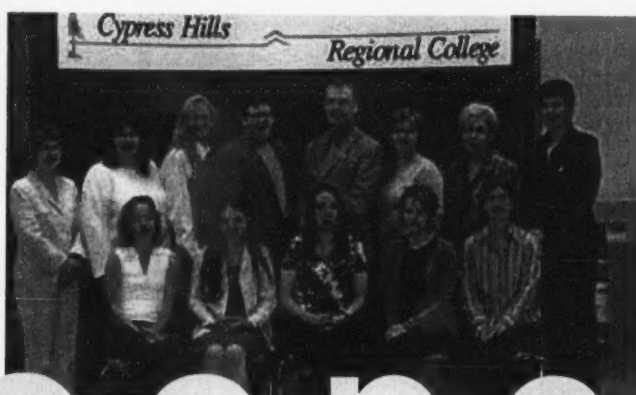
Beatty Campus	Programs	Enrollment							
		2003-2004				2004-2005			
		Student Enroll PT	Student Enroll PT	Student Enroll Credits	PLEs	Student Enroll PT	Student Enroll PT	Student Enroll Credits	PLEs
SKILLS TRAINING	Automotive Credits								
	FAST	90	136	25	133	58	134	26	98
	Other	-	11	-	5	-	-	-	-
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Automotive Credits	90	137	25	134	58	134	26	98
	Industry Credits								
	Total Industry Credits	-	184	708	73	-	170	688	68
TOTAL SKILLS TRAINING		90	346	6,212	239	58	334	6,494	266
BASIC EDUCATION	BE Credits								
	Adult 12	36	34	-	42	37	37	-	31
	Adult 10	19	3	-	13	10	3	-	8
	Academic OED	-	-	-	-	-	-	-	-
	Total BE Credit	54	37	-	55	37	40	-	39
	BE Non-Credit								
	Employability/Life Skills	-	-	-	-	-	-	-	-
	English Language Training	2	21	-	6	-	17	-	5
	General Academic Studies	5	8	-	7	2	11	-	6
	Literacy	8	24	-	11	13	13	-	18
TOTAL BASIC EDUCATION		69	86	-	79	52	51	-	48
UNIVERSITY		18	46	-	27	22	18	-	25
TOTAL ENROLLMENT		178	479	6,212	339	132	403	6,494	339



The enhanced level of economic activity in Swift Current and the southwest has presented numerous opportunities for the College to play a vital role in the development and growth of the community.

CAMPUS HIGHLIGHTS gravelbourg

The Gravelbourg Campus held a Partnership Luncheon in the spring, honouring community partners and award recipients.



cope

Institute credit

Applied Photography

The Gravelbourg campus offered SIAS's Applied Photography Program in 2004-2005. This program ran over two semesters with 10 students in the first semester and 9 students in the second semester. The College was able to leverage the dark room facilities of Collège Matheu to offer the program.

Three students entered the Saskatchewan Amateur Photo Competition. Kelly Reid-Ward placed 1st and 3rd, Bonnie Ruzicka placed 1st, 2nd, and 3rd, while Wanda Knoss placed 2nd.

Office Education

SIAS's Office Education certificate program was offered on a part-time basis with seven students enrolled. One student graduated from the program in February, 2005.

K-12 partnerships

A concerted effort was made in 2004-05 to visit K-12 schools in the eastern portion of the College region. In 2004-2005 visits were made to 10 of 12 schools to strengthen relationships and ensure that staff and students were aware of the post-secondary options available to learners upon graduation.

enrollment by program groups - gravelbourg

Gravelbourg Campus	Programs	Actuals							
		2003-2004				2004-2005			
		Student Enrol FT	Student Enrol PT	Student Enrol Casual	FTEs	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FTEs
SKILLS TRAINING	Institute Credit								
	SIAS	-	32	3	8	-	18	-	4
	Other	-	-	-	-	-	-	-	-
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Institute Credit	-	32	3	8	-	18	-	4
	Industry Credit								
	Total Industry Credit	-	27	67	9	-	29	74	10
TOTAL SKILLS TRAINING		-	59	162	21	-	46	217	24
BASIC EDUCATION	BE Credit								
	Adult 12	-	-	-	-	-	-	-	-
	Adult 10	-	-	-	-	-	-	-	-
	Academic OED	-	-	-	-	-	-	-	-
	Total BE Credit	-	-	-	-	-	-	-	-
	BE Non-Credit								
	Employability/Life Skills	-	-	-	-	-	-	-	-
UNIVERSITY	English Language Training	-	1	-	-	-	9	-	1
	General Academic Studies	-	7	-	1	-	9	-	2
	Literacy	-	-	-	-	-	-	-	-
	Total BE Non-Credit	-	8	-	1	-	17	-	3
TOTAL BASIC EDUCATION		-	8	-	1	-	17	-	3
TOTAL ENROLLMENT		-	71	162	22	-	63	217	27

CAMPUS HIGHLIGHTS gravelbourg

community engagement

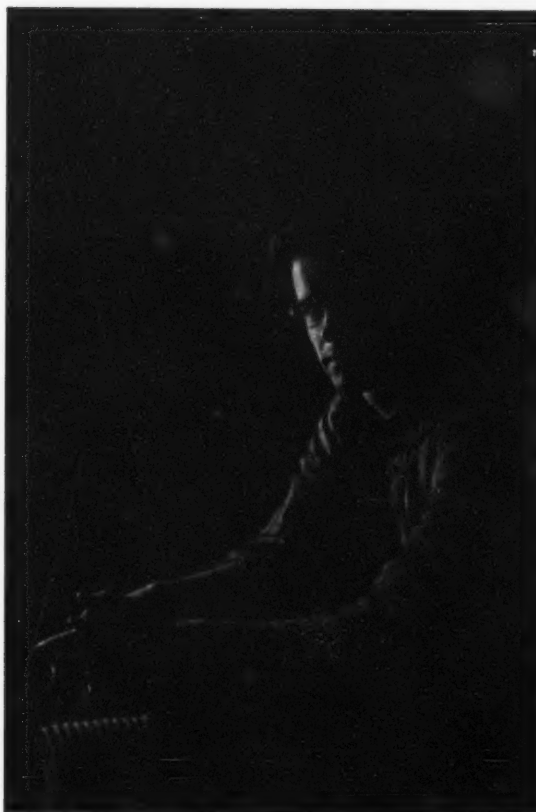
The practice of engaging the local community, students, and College staff through a partnership lunch was continued in 2004-2005. This event also allows the College to recognize student success and the valuable contributions of our private donors.

This celebration allowed our new President, Mark Frison, to share with community stakeholders some of the key issues facing higher education in Saskatchewan and encourage the community to participate actively in the province's Training System Review process.

stakeholder meeting

In 2004-2005, a stakeholder meeting was held in Chaplin. A number of topics were discussed including the possibility making Chaplin School an SCN site. As a result, the high school was later approved as an SCN site starting in 2005-06.

gravelbourg campus applied photography students - winners of 2005 saskatchewan amateur photo competition



"Nick"

Photographer:
Kelly Reid-Ward

Won 3rd place in
the 2005
Saskatchewan
Amateur Photo
Competition

CAMPUS HIGHLIGHTS gravelbourg

gravelbourg campus applied photography
students - winners of 2005 saskatchewan
amateur photo competition

"Ahhh, Spring"

Photographer:
Kelly Reid-Ward

Won 1st place in
the 2005
Saskatchewan
Amateur Photo
Competition



"Fog"

Photographer:
Wanda Khosi
Won 2nd place in
the 2005
Saskatchewan
Amateur Photo
Competition



"Blues Club"

Photographer:
Bonnie Ruzicka
Won 2nd place in
the 2005
Saskatchewan
Amateur Photo
Competition



CAMPUS HIGHLIGHTS maple creek

In 2004-2005 the Maple Creek Campus continued to offer both credit and non-credit training, and Adult Basic Education through instructor led, TEL and SCN classes. The campus continues to experience challenges as a result of its proximity to the Alberta border. Medicine Hat continues to be a strong draw for Saskatchewan residents as a place to live, work and study.

Having a full-service, well-funded, credit-granting institution so close creates a challenge for the both campus and the College. The College and the province must be cognizant of this dynamic, as it poses challenges for the sustainability of the community and the region.

institute credit

Maple Creek campus offered three modules from SIAST's Educational Assistant program in 2004-2005. It is anticipated that demand for the program on a part-time basis will continue to be strong as new school divisions come online.

The delivery of SIAST's competency-based Office Education certificate program on a part-time basis continued to be popular in 2004-2005. The Primary Care Paramedic program was delivered as a weekend program for 23 alternating weekends over the course of a year, with all of the students in the program working at full-time employment during the week. The local ambulance service was a partner, helping supply the necessary equipment needed for the program. Nine students successfully completed the theory portion in April, 2005, and all will have completed their clinical/practicum portion before 2006.

A few students each year participate in classes offered through SCN. In 2004-2005, Maple Creek campus had one student who had taken studies completely through SCN and online delivery complete SIAST's Business Administration certificate.

"Colleges are an important asset in rural communities. They allow educational and training opportunities for businesses and employees. Their biggest asset is that they allow people like myself to further their education in a supportive and familiar environment. I have chosen to remain and start a business in a rural community because services, like the College, are available to my employees and me."

Wendy Nuttall
Entrepreneur, Reli Mask
and Stone Therapist
Maple Creek



A student displays an eagle carving on a halloween pumpkin he created for the Maple Creek Campus.

enrollment by program groups - maple creek

Maple Creek Campus	Programs	Actuals							
		2003-2004				2004-2005			
		Student Enrol PT	Student Enrol PT	Student Enrol Casual	FTEs	Student Enrol PT	Student Enrol PT	Student Enrol Casual	FTEs
SKILLS TRAINING	Posttrade Credits								
	SIAST	1	37	3	7	-	30	16	9
	Other	-	-	-	-	-	-	-	-
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Institute Credit	1	37	3	7	-	30	16	9
	Industry Credits								
	Total Industry Credit	-	2	171	9	-	13	120	42
Non-Credit (Industry Non-Credit, Community/Technical Non-Credit, Personal Interest Non-Credit)									
	Total Non-Credit	-	-	102	4	-	-	76	2
TOTAL SKILLS TRAINING		1	39	278	20	-	43	226	54
BASIC EDUCATION	BE Credits								
	Adult 12	7	1	-	5	5	1	-	4
	Adult 10	13	-	-	8	8	4	-	7
	Academic OED	-	-	-	-	-	-	-	-
	Total BE Credit	20	1	-	13	13	5	-	11
	BE Non-Credit								
	Employability/Life Skills	-	-	-	-	-	-	-	-
	English Language Training	-	-	-	-	-	1	-	1
	General Academic Studies	12	-	-	10	7	5	-	11
	Library	1	-	-	1	1	-	-	1
	Total BE Non-Credit	13	-	-	11	8	6	-	22
TOTAL BASIC EDUCATION		33	1	-	24	21	11	-	33
UNIVERSITY									
Total University		-	-	-	-	-	-	-	-
TOTAL ENROLLMENT		34	40	278	43	21	54	226	86

CAMPUS HIGHLIGHTS maple creek

Industry credit

A variety of industry credit programs were offered including: IRC 16 Petroleum Industry Safety Training, Red Cross First Aid and CPR "C" classes, H2S Alive, and WHMIS. Many of these programs were offered to support the requirements for oil and gas industry workers.

The Saskatchewan Tourism and Education (STEC) Hospitality Training program was held in Maple Creek, with six students completing the program. The program consisted of theory and practice with a facilitator, as well as employment placement with job coach support, and ongoing employment support from STEC. All of the students were of aboriginal origin.

basic education

We continue to deliver the Basic Education program with approximately 25 students in attendance. A partnership with the Maple Creek School Division has helped enable the College to offer a more robust program.

Seventy-two percent of students in the program are of aboriginal origin. To supplement core curriculum, the Maple Creek BE program incorporates Pacific Institute's life skills training for students.

non-credit

We continue to offer non credit computer classes, as well as other classes that are of interest to people in the community; however, in general, demand for non-credit training, especially basic computer training, has been declining.

"At the College, I received my driver's license, passed my GED, and I went to Fort Qu'Appelle for the SABEA (Sask. Adult Basic Education Association) Conference. Coming to the College was the best decision I've ever made regarding my education. I've decided to come back this year to finish my grade 12 because of the friendly atmosphere here at the Maple Creek Campus."

Christine Barry
Basic Education Student
Maple Creek Campus

Before graduating, Hospitality and Tourism Training students provided a four-course, full-service meal to Maple Creek community members and partners.

account

CAMPUS HIGHLIGHTS shaunavon

institute credit

In 2004-2005 the Shaunavon Campus offered SIAS's Home Care / Special Care Aide on a part-time basis.

In addition, in partnership with the farming community of Bracken, the College was able to offer SIAS's farm air conditioning course for nine students.

industry credit

Class 1A Trucking once again continued to be very successful and 12 students completed the training in 2004-2005

Shaunavon Campus was able to offer 11 First Aid and CPR-C courses throughout the 2004-2005 programming year and train 107 students in this area. The campus maintains a partnership with the Shaunavon High School to train Grade 10 students in Standard First Aid and CPR-B. Every second year similar training is offered to students at Ponteix High school. The College remains hopeful that after the amalgamation of school divisions in the southwest, the opportunity to provide this training might be expanded.

In 2004-2005 the campus also offered a H2S Alive course and a Safe Food Handling course, both with 15 students.

non-credit

Demand for non-credit programming continues to decline in the Shaunavon region. It is anticipated that this trend will continue.



"My experience with Cypress Hills Regional College has been nothing but positive. The staff is always friendly and goes out of their way to help or direct me to appropriate resources. The classes are small and comfortable with personalized attention. Quality education and easy accessibility are helping me to develop the skills I need to meet my professional goal of becoming a Licensed Practical Nurse."

Autumn Gelowitz
Practical Nursing Student
Centennial Merit
Scholarship Recipient

enrollment by program groups - shaunavon

Shaunavon Campus	Programs	Persons							
		2003-2004				2004-2005			
		Student Enrol PT	Student Enrol FT	Student Enrol Casual	FLEs	Student Enrol PT	Student Enrol FT	Student Enrol Casual	FLEs
SKILLS TRAINING	Institute Credit								
	SIAS	-	8	-	1	-	21	-	3
	Other	-	9	-	-	-	-	-	-
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Institute Credit	-	17	-	1	-	21	-	3
	Industry Credit								
	Total Industry Credit	-	7	142	10	-	13	113	10
	Non-Credit (Industry Non-Credit, Community/Personal Non-Credit, Personal General Non-Credit)								
	Total Non-Credit	-	-	71	2	-	-	33	1
	TOTAL SKILLS TRAINING	-	24	213	13	-	34	146	13
BASIC EDUCATION	BE Credit								
	Adult 12	-	-	-	-	-	-	-	-
	Adult 10	-	-	-	-	-	-	-	-
	Academic GED	-	-	-	-	-	-	-	-
	Total BE Credit	-	-	-	-	-	-	-	-
	BE Non-Credit								
	Employability Life Skills	-	-	-	-	-	-	-	-
	English Language Training	-	-	-	-	-	-	-	-
	General Academic Studies	-	2	-	-	-	2	-	2
	Literacy	-	-	-	-	-	-	-	-
	Total BE Non-Credit	-	2	-	-	-	2	-	2
	TOTAL BASIC EDUCATION	-	2	-	-	-	2	-	2
UNIVERSITY	Total University	-	1	-	-	-	-	-	-
TOTAL PERSONNEL		-	27	213	13	-	41	146	15



Discussions with staff about services to students and administrative efficiency have helped with planning for much needed facility renovations



professional development

Professional development opportunities for staff continue to be a priority at Cypress Hills Regional College, with ninety-five percent of eligible employees accessing professional development funds in 2004-2005.

operational efficiency

As part of a commitment to increase efficiencies for staff and clients, discussions about workflow processes were held with staff. These discussions have helped with planning for much needed facility renovations, which are intended to improve both service to students and administrative efficiency. Phase I of the facility renovation plan has been approved and the College is hopeful that further phases will be approved for subsequent fiscal years.

human resource policies

Cypress Hills Regional College has a reputation as a progressive, worker-friendly employer. In keeping with this reputation, the College approved the CHRC Staff Association Terms of Reference Policy, the Pressing Necessity Leave Policy, the Anti-Harassment Policy, and the Violence Prevention Policy, as revised.

privacy

To comply with the Local Authority Freedom of Information and Protection of Personal Privacy Act, the Board approved the adoption of the eleven Saskatchewan Regional Colleges' Privacy Principles and appointed the Human Resources Officer as the College's Privacy Officer.

staff

Ed Bath
Mary Jane Benesh
Doug Blohm
Allyson Carr
Neil Clarke
Sharon Coburn
Teresa Cole
Lyla Cooper
Darryl Denning
Murray Earl
Karen Ellis
Sharon Fehr
James Ford
Terry Forde
Joan Foster
Mark Frison
Bula Ghosh
Barbara Golden
Terry Gove
Louise Heinrichs
Pat Hlady
Marg Hnatliuk
Vicky Huff
Wyatt Hughes
Lorraine Kehler
Donna Klaassen
Dianne Knippschild
Boyd Kosolowski
Lindsay Melhoff
Martin Melnert
Claire Melhoff
Diana Molyneux
Karen Newby
Mona Patterson
Edna Redmond
Karen Richmond
Colleen Roberts
Sharon Robinson
Joanne Schafer
Margaret Schafer
Adeline Steinley
Bonnie Stevenson
Richelle Titmore
Ron Toles
Linda Vigueras
John Wiebe

Adult Basic Education Instructor, Maple Creek Campus
Shaunavon Campus Coordinator
Head Custodian
Practical Nurse Instructor
Chief Executive Officer to March 31, 2005
SCN Attendant/Commissionaire
Program Coordinator
Program Secretary
Senior Counselor/Student Services
Career & Employment Counselor
Executive Assistant - Human Resource Officer
Program Coordinator
Custodian
Accounting Clerk
University Coordinator/Career Counselor
Chief Executive Officer from May 2, 2005
Adult Basic Education Coordinator/Counselor
Home Care/Special Care Aide Instructor
Director of Programs
Adult Basic Education Instructor
Maple Creek Campus Coordinator
Program Secretary
Clerk Typist/Admissions Clerk/Accounting Clerk
Information Technology Coordinator
Office Education Instructor
Practical Nurse Instructor
Adult Basic Education Instructor
Adult Basic Education Instructor, Maple Creek Campus
Computer Technician Assistant, Centennial Program
Business I Instructor
Director of Finance & Administration
Registrar
SCN Attendant/Clerk Typist, Instructor Aide, Maple Creek
Switchboard Operator/Clerk Typist/Exam Invigilator
Program Secretary
Job Start/Future Skills Coordinator
Office Education Instructor
Accounting/Payroll Clerk
Communications Coordinator
Gravelbourg Campus Coordinator
Education Assistant and LINC Program Instructor
Program Secretary
Business I Instructor
Education Assistant Program Instructor
Adult Basic Education Instructor
Custodian

GLOSSARY OF Terms

full-time student

This is a student who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

a) for Apprenticeship and Trades, a complete level of instruction is required; and

b) for university, a minimum of nine hours of scheduled class time per week, for a minimum period of 13 weeks is required.

part-time student

This is a student who (a) is taking courses that require fewer than 12 weeks to complete, even if they collectively require more than 18 hours of scheduled class time per week; or (b) is taking courses that are at least 12 weeks in duration, but collectively require fewer than 18 hours of scheduled class time per week.

casual student

This is a student who is taking courses (within a program group) that collectively require fewer than 30 hours.

full-load equivalent (FLE) student

This is a hypothetical student with a full workload. The number of FLE students in a particular program is calculated by dividing the total of all participant-required hours of study, by the prescribed full-load equivalent factor for the program group to which the program has been assigned.

Skills Training

Institute Credit - 900 hours

Apprentice Ship and Trade, Industry Credit and Industry Non-credit - 240 hours

Basic Education

Adult 10 and 12 - 900 hours

Non-credit and Academic GED - 420 hours

University

390 hours

notes

Equity Group Data - These are compiled from information provided by students who voluntarily disclose the equity groups to which they belong.



The College provided English as a Second Language (ESL) tutoring to Swift Current Bronco hockey player, Marek Knebl (pictured, center, with his tutor René Frank and Bula Ghosh, BE Coordinator). Marek is from the Czech Republic.



Adeline Steinley (pictured second from right with fellow staff members) received the Provincial Literacy Volunteer Award from Her Honour, the Honourable Dr. Lynda Haverstock, during a ceremony held at the Lieutenant Governor's residence in Regina.

Provincial and College Advocacy Goals

GOALS What the college will focus on.	Advocacy			
	- Increase the levels of awareness of and support for regional colleges by means of a provincial advocacy strategy. - Increase the levels of awareness of and support for the College in the community			
OBJECTIVES What needs to be accomplished to advance the college towards its goal	PERFORMANCE MEASURES			
	How will the college know it is achieving its goal Measure: Number of presentations 2003-04 3 2004-05 6 Measure: Dollar value of scholarships 2003-04 \$19,000 2004-05 \$18,075			
KEY ACTIONS Activities that will result in the college's objectives being met	Key Actions	Timelines	Reference to RC Review	Reference to Learning Sector Performance Plan Objectives
	- participating in moving ASRC toward its new mandate of advocacy - creating opportunities to advocate for regional colleges and, in particular, for Cypress Hills Regional College - supporting and emulating the new advocacy role of ASRC - participating in "Action Swift Current" and "Action Southwest" - making formal presentations to community associations and agencies about the important contributions of the College and its staff and their families to the economic and social fabric of the communities served.		3.1 12, 18 17, 31	2.1 (capacity) 3.1 (workforce) 3.2 (private sector participation)

Provincial Trades and Technology Training Goal

GOAL What the college will focus on.	Trades Training (Provincial)			
	Increase the participation rates of aboriginal students, sequential students, other youth, and older workers in trades training in Saskatchewan and in this region by participating in the Youth in Trades and technology consortium with SIAT, the aboriginal institutions, the Apprenticeship Commission and other partners.			
OBJECTIVES What needs to be accomplished to advance the college towards its goal	PERFORMANCE MEASURES			
	How will the college know it is achieving its goal 2004-05: College participated in the CIC initiative with provincial partners			
KEY ACTIONS Activities that will result in the college's objectives being met	Key Actions	Timelines	Reference to RC Review	Reference to Learning Sector Performance Plan Objectives
	3.1 the prepare and to submit a proposal (jointly with the partnership) to CIC 3.2 -to strengthen the partnership			
KEY ACTIONS Activities that will result in the college's objectives being met	3.1 establishing and maintaining an effective partnership		III., 31, 32, 33	3.1
	3.2 locating funding agencies and developing detailed proposals as required to engage these funding agencies		III.	3.2
	3.3 working toward long-term increases in the training capacities of all partner agencies		III.	2.1, 2.2, 2.4
	3.4 developing strategies for decentralizing some of the first and second year institutional training for underserved associations		#12, 31, 32, 33	2.1

CHARTS credit training

College Trades Training Goal

GOAL What the college will focus on.	College Trades Training 4. Develop local strategies for decentralization of Level One training in non-capital intensive, high-demand trades.				
OBJECTIVES What needs to be accomplished to advance the college toward its goal	4.1 to increase apprenticeship training in the southeast to Level 1 for locally indentured apprentices 4.2 -to organize another Nekaneet First Nation project		PERFORMANCE MEASURES How will the college know it is achieving its goal Measure: number successfully trained 2003/04: 2 2004/05: 0 Measure: number of programs 2003/04: 1 2004/05: 0 (project proposal not approved by Apprenticeship)		
KEY ACTIONS Activities that will result in the college's objectives being met	Key Actions		Timeline	Reference to RC Review	Reference to Learning Sector Performance Plan Objectives
	4.1 seeking funds for conditional grants to the Commission for regional apprentice training at Levels 1 and 2			6	2.1
	4.2 arranging local first level training and facilitating indenturing process			6	2.4, 3.2
	4.3 developing strategies for programming for Nekaneet Band members and other aboriginal students based on the experience gained from the Carpentry apprentice training joint venture			5	2.2

College University Extension Goal

GOAL What the college will focus on.	University Extension				
5. Facilitate the negotiation of a new agreement with the universities for off-campus programming by reviewing the previous agreement and determining the requirements for a replacement agreement.					
OBJECTIVES What needs to be accomplished to advance the college towards its goal	5.1 -to establish a suitable committee that can move the negotiation forward 5.2 -to produce a tangible written product such as a proposed draft of the a negotiation or a position paper.		PERFORMANCE MEASURES How will the college know it is achieving its goal Measure: adoption of the terms of reference by the represented institutions and agencies. 2004-05: terms of reference adopted Measure: produce report 2004/05: draft report circulated to membership		
KEY ACTIONS Activities that will lead to the college's objectives being met	Key Actions		Timelines	Reference to RC Review	Reference to Learning Sector Performance Plan Objectives
	5.1 chairing a negotiations committee on behalf of the CEO Council			7, 31, 37	
	5.2 identifying new aspects of off-campus delivery that were not relevant to the previous agreement which now need to be accounted for due to expanding resource requirement			5, 7	I.
	5.3 through the committee -identifying and addressing barriers to a successful negotiation.			7, 26, 27	

College Basic Education Goal

Basic Education				
GOAL What the college will focus on.	7. Respond to student demands at each of the three levels of BE and for English as a Second Language based on grant levels and the availability of Provincial Training Allowances (PTA).			
OBJECTIVES What needs to be accomplished to achieve the college's mission as goal			PERFORMANCE MEASURES How will the college know it is achieving its goal	
	7.1 to establish KIB2 be funding for younger students in BE		Measure: funding committed 2003/04: \$78,539 2004/05: \$85,000	
KEY ACTIONS Activities that will result in the college's objectives being met	7.2 to sell ESL and LINC to new Canadians who can afford to pay		Measure: funding committed 2004/05: \$ 1,710	
	7.3 to implement PLAR		Measure: number of student portfolios 2004/05: 44 portfolios developed	
	Key Actions		Timelines	Reference to Learning Sector Performance Plan Objectives
	7.1 using part-time day and evening opportunities, on-line tutorials, and other for ms of student support services as strategies for improving the quality of learning as well as for recruitment		6, 31	2.1
	7.2 seeking brokerage arrangements with school divisions to serve students aged 21 or younger		6, 31	2.3
	7.3 marketing cost-recovery ESL training to new Canadians who have the means to pay tuition		13	2.5
	7.4 participating in provincial curriculum development projects		12	1.1, 2.1
	7.5 researching suitable on-line and other TEL curricula or modules that enhance traditional distance delivery modes		1	2.2
	7.6 providing portfolio development skills		11, 27	2.1

College Workflow Goal

GOAL What the college on.	Staffing 6. On a term-certain basis restore some of the human resources cut from the 2003 -04 budget by allocating a share of surplus funds equally between Saskatchewan Skills Extension Fund (SSEP), Basic Education (BE), and administration and program support services.			
OBJECTIVES What needs to be accomplished to advance the college towards its goal	PERFORMANCE MEASURES How will the college know it is achieving its goal			
	Measure: subjective 2004B5: Workflow analysis resulted in the development of a functional facility plan that was used as the bases for submission for capital funding.			
	Measure: subjective 2004B5: Admission clerk position approved in budget.			
	2004B5: Continue to identify and define work flow processes that will maximize service for clients and students.			
KEY ACTIONS Activities that will result in the college's objectives being met	Key Action	Timelines	Reference to RC Review	Reference to Learning Sector Performance Plan Objectives
	6.1 developing strategies for establishing annual priorities for restoring or replacing particular services that were cut for 2003 -04		IV.	
	6.2 continuing to streamline work flow in consultation with staff.		Staff interest not addressed	1.1, 2.5, 3.1, 3.2

MANAGEMENT'S responsibility

Board of Directors Cypress Hills Regional College:

Management is responsible for the preparation and presentation of the accompanying financial statements, including responsibility for significant accounting judgments and estimates in accordance with Canadian generally accepted accounting principles and ensuring that all information in the annual report is consistent with the statements. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which objective judgment is required.

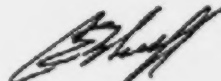
In discharging its responsibilities for the integrity and fairness of the financial statements, management designs and maintains the necessary accounting systems and related internal controls to provide reasonable assurance that transactions are authorized, assets are safeguarded and financial records are properly maintained to provide reliable information for the preparation of financial statements.

The Board of Directors are composed entirely of Directors who are neither management nor employees of the College. The Board is responsible for overseeing management in the performance of its financial reporting responsibilities, and for approving the financial information included in the annual report. The Board fulfills these responsibilities by reviewing the financial information prepared by management and discussing relevant matters with management and external auditors. The Board is also responsible for recommending the appointment of the College's external auditors.

Meyers Norris Penny LLP, an independent firm of Chartered Accountants, is appointed by the Board of Directors to audit the financial statements and report directly to them; their report follows. The external auditors have full and free access to, and meet periodically and separately with, both the Committee and management to discuss their audit findings.



Chief Executive Officer



Director of Finance

FINANCIAL STATEMENTS auditors' report

Board of Directors
Cypress Hills Regional College:

We have audited the statement of financial position of Cypress Hills Regional College as at June 30, 2005 and the statements of operations including supporting schedules, changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2005 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

September 6, 2005
Swift Current, Saskatchewan

Mayer Harris Penny LLP
Chartered Accountants

MHP

FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE

STATEMENT OF FINANCIAL POSITION

AS AT JUNE 30, 2005

Statement 1

	2005			2004
	Operating	Capital	Total	Total
ASSETS				
Current Assets				
Cash	\$ 896,614	\$ -	\$ 896,614	\$ 518,184
Temporary investments [Note 3]	100,000	-	100,000	100,000
Accounts receivable [Note 4]	36,665	-	36,665	200,262
Inventories	10,500	-	10,500	9,193
Prepaid expenses	17,577	-	17,577	5,829
	<u>1,061,356</u>	<u>-</u>	<u>1,061,356</u>	<u>833,468</u>
Non-current Assets				
Capital assets [Note 5]	-	1,182,388	1,182,388	1,233,921
	<u>\$ 1,061,356</u>	<u>\$ 1,182,388</u>	<u>\$ 2,243,744</u>	<u>\$ 2,067,389</u>
LIABILITIES				
Current Liabilities				
Accrued salaries and benefits	\$ 127,578	\$ -	\$ 127,578	\$ 106,665
Accounts payable and accrued liabilities	48,464	-	48,464	69,518
Unearned revenue [Note 6]	253,361	-	253,361	265,675
	<u>429,403</u>	<u>-</u>	<u>429,403</u>	<u>441,858</u>
COMMITMENTS [Note 13]				
NET ASSETS				
Invested in capital assets	-	1,182,388	1,182,388	1,233,921
Restricted [Note 7]	498,480	-	498,480	108,137
Unrestricted	133,473	-	133,473	283,473
	<u>631,953</u>	<u>1,182,388</u>	<u>1,814,341</u>	<u>1,625,531</u>
	<u>\$ 1,061,356</u>	<u>\$ 1,182,388</u>	<u>\$ 2,243,744</u>	<u>\$ 2,067,389</u>

Approved on behalf of the Board

Bill Wadsworth

Director

KAM

Director

See accompanying notes to financial statements

MNP

CYPRESS HILLS REGIONAL COLLEGE

STATEMENT OF OPERATIONS

FOR THE YEAR ENDED JUNE 30, 2005

Statement 2

	Operating			Capital			Total		
	2005 Budget [Note 8]	2005	2004	2005 Budget [Note 8]	2005	2004	2005 Budget [Note 8]	2005	2004
REVENUES (Schedule 1)									
Provincial government	\$ 3,034,080	\$ 3,039,930	\$ 3,084,167	\$ 135,000	\$ 159,950	\$ -	\$ 3,169,080	\$ 3,199,880	\$ 3,084,167
Federal government	24,509	30,991	26,363	-	-	-	24,509	30,991	26,363
Other	791,989	833,409	901,613	-	-	33,768	791,989	833,409	935,381
	<u>3,850,578</u>	<u>3,913,330</u>	<u>4,012,143</u>	<u>135,000</u>	<u>159,950</u>	<u>33,768</u>	<u>3,885,578</u>	<u>4,073,280</u>	<u>4,045,911</u>
EXPENSES (Schedule 2)									
Agency contracts	743,489	741,571	778,822	-	-	-	743,489	741,571	778,822
Amortization	-	-	-	194,100	165,687	176,683	194,100	165,687	176,683
Equipment	72,277	52,165	87,032	-	-	-	72,277	52,165	87,032
Facilities	185,680	172,634	233,858	-	-	-	185,680	172,634	233,858
Information technology	64,427	58,781	61,073	-	-	-	64,427	58,781	61,073
Operating (Schedule 3)	419,666	386,458	373,927	-	-	-	419,666	386,458	373,927
Personal services	2,361,845	2,307,174	2,256,987	-	-	-	2,361,845	2,307,174	2,256,987
	<u>3,847,364</u>	<u>3,718,783</u>	<u>3,791,699</u>	<u>194,100</u>	<u>165,687</u>	<u>176,683</u>	<u>4,041,464</u>	<u>3,884,470</u>	<u>3,968,382</u>
Excess (deficiency) of revenues over expenses	<u>\$ 3,214</u>	<u>\$ 194,547</u>	<u>\$ 220,444</u>	<u>\$ (59,100)</u>	<u>\$ (5,737)</u>	<u>\$ (142,915)</u>	<u>\$ (55,886)</u>	<u>\$ 188,810</u>	<u>\$ 77,529</u>

See accompanying notes to financial statements

MP

FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE STATEMENT OF CHANGES IN NET ASSETS FOR THE YEAR ENDED JUNE 30, 2005

Statement 3

	2005				2004
	Invested in Capital Assets	Restricted	Unrestricted	Total	Total
Excess (deficiency) of revenues over expenses	\$ (5,737)	\$ -	\$ 194,547	\$ 188,810	\$ 77,529
Net assets, beginning of year	1,233,921	108,137	283,473	1,625,531	1,548,002
Interfund transfers (Note 14)					
Externally imposed restrictions	(53,788)	53,788	-	-	-
Internally imposed restrictions	7,992	336,555	(344,547)	-	-
Net assets, end of year	<u>\$ 1,182,388</u>	<u>\$ 498,480</u>	<u>\$ 133,473</u>	<u>\$ 1,814,341</u>	<u>\$ 1,625,531</u>
	Beginning Balance	To Restricted	From Restricted	Ending Balance	
Externally restricted (Note 7)					
Office Renovations	\$ -	\$ 28,788	\$ -	\$ 28,788	
Equipment	-	25,000	-	25,000	
	-	53,788	-	53,788	
Internally restricted (Note 7)					
Equipment	59,806	-	-	59,806	
Program	8,530	75,000	-	83,530	
Building	-	269,547	(7,992)	261,555	
Education leave	39,801	-	-	39,801	
	108,137	344,547	(7,992)	444,692	
Total restricted	<u>\$ 108,137</u>	<u>\$ 398,335</u>	<u>\$ (7,992)</u>	<u>\$ 498,480</u>	

See accompanying notes to financial statements



FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2005

Statement 4

	2005	2004
CASH FLOWS FROM OPERATING ACTIVITIES		
Excess of revenues over expenses	\$ 188,810	\$ 77,529
Amortization of capital assets	<u>165,687</u>	<u>176,683</u>
	354,497	254,212
Changes in non-cash working capital		
(Increase) decrease in accounts receivable	163,597	(109,091)
(Increase) in inventories	(1,307)	(8,064)
(Increase) in prepaid expenses	(11,748)	(4,449)
Increase (decrease) in accrued salaries and benefits	20,913	(12,819)
Increase (decrease) in accounts payable and accrued liabilities	(21,054)	2,547
Increase (decrease) in unearned revenue	<u>(12,314)</u>	<u>75,582</u>
	<u>492,584</u>	<u>200,118</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Decrease in temporary investments	-	26
Purchase of capital assets	<u>(114,154)</u>	<u>(84,471)</u>
	<u>(114,154)</u>	<u>(84,445)</u>
Net increase in cash	378,430	115,673
Cash, beginning of year	<u>518,184</u>	<u>402,511</u>
Cash, end of year	<u>\$ 896,614</u>	<u>\$ 518,184</u>

See accompanying notes to financial statements



FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2005

1. PURPOSE AND AUTHORITY

The Cypress Hills Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Cypress Hills Regional College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant accounting policies:

a) Fund accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital fund

The capital fund reflects the net book value of all capital assets of the College. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year in which the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.



FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2005

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

c) Cash

Cash is represented by cash on hand and balances with banks.

d) Temporary investments

Temporary investments are recorded at the lower of cost and market value, and have been classified as current due to maturity dates of less than one year.

e) Inventories

Inventories are recorded at the lower of cost and net realizable value.

f) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing less than the asset threshold are expensed in the year.

Capital assets are amortized on a straight line basis over their estimated useful lives as follows, and the amortization is reported as an expense in the capital fund:

Buildings	20 years
Pavement	5 years
Furniture and equipment	3 to 10 years

g) Long-lived assets

Long-lived assets consist of capital assets. Long-lived assets held for use are measured and amortized as described in the applicable accounting policies.

The College performs impairment testing on long-lived assets held for use whenever events or changes in circumstances indicate that the carrying value of an asset, or group of assets, may not be recoverable. Impairment losses are recognized when undiscounted future cash flows from its use and disposal are less than the assets' carrying amount. Impairment is measured as the amount by which the assets' carrying value exceeds its fair value. Any impairment is included in earnings for the year.

h) Measurement uncertainty

The preparation of financial statements, in conformity with Canadian generally accepted accounting principles, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Amortization is based on the estimated useful lives of capital assets. These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known.

MNP

FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2005

3. TEMPORARY INVESTMENTS

Market value of temporary investments is \$100,000 (2004 - \$100,000).

4. ACCOUNTS RECEIVABLE

	2005	2004
Saskatchewan Learning	\$ 9,889	\$ 71,032
Federal government	-	9,265
Other	<u>26,776</u>	<u>119,965</u>
	<u>\$ 36,665</u>	<u>\$ 200,262</u>

5. CAPITAL ASSETS

	2005			2004	
	Cost	Accumulated Amortization	Net Book Value	Net Book Value	
Land	\$ 50,000	\$ -	\$ 50,000	\$ 50,000	
Buildings	1,718,611	702,750	1,015,861	1,014,888	
Pavement	29,756	29,756	-	-	
Furniture and equipment	<u>581,124</u>	<u>464,597</u>	<u>116,527</u>	<u>189,033</u>	
	<u>\$ 2,379,491</u>	<u>\$ 1,197,103</u>	<u>\$ 1,182,388</u>	<u>\$ 1,233,921</u>	

6. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2005	2004
Saskatchewan Learning	\$ 200,235	\$ 214,206
Other provincial	<u>53,126</u>	<u>51,469</u>
	<u>\$ 253,361</u>	<u>\$ 265,675</u>

7. RESTRICTIONS ON NET ASSETS

The Board of Directors of Cypress Hills Regional College have placed internal restrictions on \$444,692 (2004 - \$108,137) of unrestricted net assets to be used for future expenditures as indicated on Statement 3. Externally restricted net assets of \$53,788 (2004 - nil) represent unexpended capital funding from Saskatchewan Learning as indicated on Statement 3.



FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2005

8. BUDGET

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 25, 2004. The Minister approved the budget on June 24, 2004. Budget amounts are unaudited.

9. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms. These transactions, and amounts outstanding at year end, are as follows:

The College brokerages course programs from the Saskatchewan Institute of Applied Science and Technology. The amount paid during the year amounted to \$401,473 (2004 - \$330,361).

The College purchased telephone and utilities services from Saskatchewan Crown Corporations in the amount of \$74,527 (2004 - \$82,959).

The College paid \$46,157 (2004 - \$39,446) to Southeast Regional College for counselling services.

The College paid \$29,809 (2004 - \$34,335) to Saskatchewan Property Management Corporation for vehicle leases and mail services.

The College paid \$17,250 (2004 - \$21,000) to the Association of Saskatchewan Regional Colleges for student information, technical support and association membership fees.

The College holds Saskatchewan Savings Bonds with a face value of \$100,000, (2004 - \$100,000) maturing July 15, 2005, with an interest rate of 5.75%.

Other transactions with related parties and amounts due to or from them are described separately in the financial statements and the notes thereto.

MP

FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2005

10. FINANCIAL INSTRUMENTS

The College's significant financial instruments consist of cash, temporary investments, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities. It is management's opinion that the Company is not exposed to significant interest, currency or credit risks arising from these financial instruments except as otherwise disclosed.

a) Fair value

The carrying amount of cash, temporary investments, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities approximates fair value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.

b) Credit risk

The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables is from the provincial and federal governments, therefore, credit risk is minimal.

11. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of two pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP), which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP.

All other employees participate through Municipal Employees Pension Plan (MEPP), which is a multiemployer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year was \$64,834 (2004 - \$66,221).

12. LINE OF CREDIT

The College has an approved line of credit of \$150,000 (2004 - \$150,000) at Southwest Credit Union Ltd. The line of credit bears interest at a rate of prime less 0.6% and is secured by an assignment of government grants, program payments and other revenue. The College did not utilize this line of credit during the year.

13. COMMITMENTS

The College has entered into various operating lease agreements with estimated minimum annual payments as follows:

2006	\$28,043
2007	14,783
2008	14,117



FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2005

14. INTERFUND TRANSFERS

In the year ended June 30, 2005, the Board approved the following transfers:

- a) Capital funding received from Saskatchewan Learning that was not expended prior to year end of \$53,788 was transferred from invested in capital assets to externally restricted net assets.
- b) \$336,555 was transferred from unrestricted net assets to internally restricted net assets for program and building.
- c) \$7,992 was transferred from unrestricted net assets to invested in capital assets for the purchase of capital assets.

15. ECONOMIC DEPENDENCE

As the College's primary source of funding is derived from Saskatchewan Learning, its ability to continue as a viable operation is dependent upon maintaining this funding.

16. CHANGE IN ACCOUNTING POLICY

Effective July 1, 2004, the College adopted the Canadian Institute of Chartered Accountants' recommendations for Impairment of Long-Lived Assets. Pursuant to these recommendations, the change was applied prospectively, and prior periods have not been restated.

Previously, the College recorded long-lived assets at cost, less any provision needed to write down the assets to their net recoverable amount based on undiscounted estimated future net cash flows. Under the new recommendations, long-lived assets held for use are recorded at the lower of their carrying amount and fair value as described in Note 2 Accounting Policies.

Upon adoption of the new recommendations, the College evaluated its long-lived assets and determined that no impairment existed that had a material effect on the financial statements.

17. INTEREST RECEIVED

Interest received during the year amounted to \$30,400 (2004 - \$27,100).

MP

CYPRESS HILLS REGIONAL COLLEGE
SCHEDULE OF OPERATING FUND REVENUES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2005

Schedule 1

	2005								2005	2004
	Basic Training		Basic Education		University	Services		Total	Budget (Note 3) Total	Total
	General	Credit	Non-credit	Credit	Non-credit	Credit	Loamur Support Council			
Saskatchewan Learning										
Admin recovery grant	\$ 4,616	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,616	\$ 7,500	\$ 9,674
Basic grant	1,715,565	-	-	-	-	-	-	1,715,565	1,710,691	1,693,096
Program payments	-	745,727	-	202,081	74,718	-	31,980	1,054,986	1,102,911	1,058,422
Contracts	20,000	3,751	657	12,948	-	11,315	88,447	182,118	205,431	182,746
Rents	-	-	-	-	-	-	-	-	-	-
Other	6,803	-	-	5,284	7,882	-	-	21,969	3,487	67,607
	1,746,984	749,478	657	224,313	82,600	11,315	88,447	2,580,774	3,034,080	3,011,546
Other Provincial	-	51,460	-	-	6,200	-	1,037	59,156	-	72,622
	1,746,984	800,937	657	224,313	88,800	11,315	89,484	3,039,930	3,034,080	3,084,167
Federal Government										
Admin recovery	-	-	-	-	-	-	-	-	-	-
Program payments	-	-	-	-	-	-	-	-	-	-
Contracts	-	-	-	-	11,460	-	28,530	39,990	24,500	26,363
Other	2	-	-	-	-	-	-	2	-	-
	2	-	-	-	11,460	-	28,530	39,991	24,500	26,363
Other										
Admin recovery	-	-	-	-	-	-	-	-	-	-
Contracts	20,000	18,199	-	58,539	1,710	-	23,913	122,361	54,581	88,648
Interest	30,818	-	-	-	-	-	-	30,818	16,000	27,036
Rents	9,113	-	-	-	-	-	-	9,113	7,000	10,484
Recycle Items	1,268	-	-	-	59	-	-	1,327	3,500	3,090
Tuition	-	512,964	47,305	-	-	68,223	-	629,492	674,408	726,125
Other	20,049	6,376	10	818	620	-	7,786	41,259	36,000	46,230
	81,288	537,539	47,315	59,057	2,419	68,223	31,699	833,489	791,989	901,613
Total revenue	<u>1,828,271</u>	<u>1,336,496</u>	<u>47,972</u>	<u>283,370</u>	<u>102,089</u>	<u>79,538</u>	<u>119,183</u>	<u>3,913,339</u>	<u>3,850,578</u>	<u>4,012,143</u>
Total expenses (Schedule 2)	<u>1,804,191</u>	<u>1,098,915</u>	<u>33,102</u>	<u>224,128</u>	<u>92,000</u>	<u>111,483</u>	<u>81,518</u>	<u>3,718,733</u>	<u>3,847,344</u>	<u>3,791,609</u>
Excess (deficiency) of revenues over expenses	<u>\$ (25,917)</u>	<u>\$ 241,571</u>	<u>\$ 14,870</u>	<u>\$ 59,172</u>	<u>\$ 10,089</u>	<u>\$ (31,945)</u>	<u>\$ 37,665</u>	<u>\$ 194,606</u>	<u>\$ 2,214</u>	<u>\$ 220,444</u>

Non accompanying notes to financial statements

MNP

FINANCIAL STATEMENTS
for the year ended 2005

Schedule 2

CYPRESS HILLS REGIONAL COLLEGE
SCHEDULE OF OPERATING FUND EXPENSES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2005

	2005								2005 Total	2005 Budget [Note 6] Total	2004 Total
	General	Skills Training		Basic Education		University	Services				
		Credit	Noncredit	Credit	Noncredit		Credit	Letter Support			
Agency contracts	\$ 7,317	\$ 634,215	\$ 7,745	\$ -	\$ -	\$ 87,503	\$ 4,801	\$ 100	\$ 741,571	\$ 743,480	\$ 778,022
Equipment	49,210	2,515	122	59	-	-	159	-	52,165	72,277	87,032
Facilities	180,164	2,305	1,075	-	-	-	-	-	172,834	185,680	233,856
Information technology	51,454	-	300	1,863	-	-	2,723	1,391	58,781	64,427	61,073
Operating (Schedule 3)	251,781	68,194	9,080	10,875	9,410	29,000	8,387	24,881	334,458	419,666	373,027
Personal services	1,285,155	389,596	14,910	215,381	82,580	-	44,449	179,194	2,387,174	2,321,845	2,256,907
	<u>\$ 1,854,101</u>	<u>\$ 1,036,915</u>	<u>\$ 33,127</u>	<u>\$ 224,198</u>	<u>\$ 92,000</u>	<u>\$ 111,403</u>	<u>\$ 61,318</u>	<u>\$ 205,459</u>	<u>\$ 3,716,783</u>	<u>\$ 3,647,364</u>	<u>\$ 3,731,892</u>
						</					

See accompanying notes to financial statements

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FINANCIAL STATEMENTS for the year ended 2005

CYPRESS HILLS REGIONAL COLLEGE SCHEDULE OF OPERATING EXPENSES FOR THE YEAR ENDED JUNE 30, 2005

Schedule 3

	2005 Budget [Note 8]	2005	2004
OPERATING			
Advertising	\$ 109,500	\$ 93,091	\$ 72,938
Association fees and dues	7,245	9,955	6,623
Bad debts	1,000	773	30
Conference and training fees	25,560	23,577	23,273
Insurance	4,360	3,109	4,512
Financial services	8,500	8,194	9,447
Materials and supplies	70,884	60,503	59,045
Minor equipment purchases	-	-	2,047
Other	500	3,340	2,700
Postage, freight and courier	13,500	12,654	12,100
Printing and duplicating	13,500	670	3,909
Professional services	22,243	23,641	14,319
Rentals	-	1,332	7,863
Resale items	2,000	2,698	4,380
Subscriptions	1,856	1,993	1,655
Telephone and fax	41,580	32,479	36,830
Travel	97,448	108,449	112,256
	<u>\$ 419,686</u>	<u>\$ 386,458</u>	<u>\$ 373,927</u>

See accompanying notes to financial statements



APPENDIX
a, b & c

Student Success by Program Groups

Cypress Hills Regional College		2003-2004												2004-2005											
Program Group		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Student Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
		FT	PT	Campus	FT	PT	Campus	FT	PT	Campus	FT	PT	Campus	FT	PT	Campus	FT	PT	Campus	FT	PT	Campus	FT	PT	Campus
Skills Training	Institute Credit																								
	SIAT	47	121	29	21	53	5	14	22	3	25	11	2	27	137	7	43	47	17	19	12	4	14	5	0
	Other	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Apprentice & Trade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Institute Credit	47	141	29	21	53	5	14	22	3	25	11	2	27	137	7	43	47	17	19	12	4	14	5	-
	Industry Credit																								
	Total Industry Credit	-	292	1,093	-	37	168	-	1	-	-	-	-	-	33	53	-	186	837	-	7	-	-	-	-
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)	1	31	793	-	-	-	-	-	-	-	-	-	-	27	575	-	-	8	-	-	-	-	-	-
	Total Non-Credit	1	31	793	-	-	-	-	-	-	-	-	-	-	27	575	-	-	8	-	-	-	-	-	-
	Total Skills Training	48	374	1,875	21	60	113	14	23	3	26	11	2	27	197	636	43	233	847	19	19	4	14	5	-
Basic Education	Basic Education Credit																								
	Adult 12	27	21	-	6	-	-	12	12	-	18	8	-	27	20	-	2	-	-	11	7	-	17	12	-
	Adult 10	11	6	-	7	1	-	4	4	-	11	2	-	7	2	-	5	1	-	6	-	-	4	1	-
	Academic CED	-	20	-	-	5	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-
	Total BE Credit	38	56	-	13	6	-	16	16	-	29	10	-	34	29	-	7	1	-	17	7	-	21	13	-
	Basic Education Non-Credit																								
	Employability/Life Skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	English Language Training	2	22	-	-	-	-	1	11	-	4	-	-	21	-	-	-	-	-	9	-	-	7	-	-
	General Academic Studies	10	17	-	-	-	-	1	11	-	5	3	-	5	23	-	-	-	-	1	15	-	2	6	-
	Literacy	8	26	-	-	-	-	1	19	-	3	7	-	8	11	-	-	-	-	2	4	-	7	5	-
	Total BE Non-Credit	17	65	-	-	-	-	3	41	-	8	14	-	14	95	-	-	-	-	3	28	-	9	18	-
	Total Basic Education	55	121	-	13	6	-	19	57	-	37	24	-	48	84	-	7	1	-	20	35	-	30	31	-
University	Total University	18	64	-	-	-	-	-	-	-	-	-	-	12	48	-	-	-	-	-	-	-	-	-	-
Total		171	509	1,875	34	66	113	33	60	3	62	35	2	87	374	636	50	234	847	39	54	4	44	36	-

Equity Participation Enrollments by Program Groups for Cypress Hills Regional College

		2003-2004												2004-2005												
Programs		Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment			
		FT	PT	Census	FT	PT	Census	FT	PT	Census	FT	PT	Census	FT	PT	Census	FT	PT	Census	FT	PT	Census	FT	PT	Census	
Skills Training	Institute Credit																									
	SIASIT	18	8	-	n	n	-	5	7	-	87	200	37	n	7	n	-	n	n	n	n	n	n	71	186	41
	Other	-	n	-	-	-	-	-	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Apprentice & Trade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total Institute Credit	18	n	-	n	n	-	5	7	-	87	220	37	n	7	n	-	n	n	n	n	n	n	71	186	41
	Industry Credit																									
	Total Industry Credit	-	n	16	-	n	n	-	n	9	-	222	1,072	-	15	7	-	n	n	-	n	8	-	230	882	
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Non-Credit	-	-	18	-	-	n	-	n	-	24	731	-	n	9	-	-	n	-	n	-	6	-	27	578	
	Total Skills Training	18	13	34	n	n	n	5	16	n	87	464	1,045	n	24	17	-	n	7	n	8	14	21	443	1,581	
Basic Education	Basic Education Credit																									
	Adult 12	8	n	-	n	-	-	n	-	-	42	35	-	n	n	-	-	n	-	n	n	-	32	37	-	
	Adult 10	17	-	-	n	-	-	5	n	-	32	3	-	8	n	-	n	n	-	5	n	-	18	7	-	
	Academic OED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	-	
	Total BE Credit	25	n	-	5	-	-	n	n	-	74	38	-	n	6	-	n	n	-	n	n	-	50	51	-	
	Basic Education Non-Credit																									
	Employability/Life Skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	English Language Training	-	-	-	18	-	-	-	-	-	n	22	-	-	-	-	23	-	-	-	-	-	-	27	-	
	General Academic Studies	8	-	-	n	-	-	n	n	-	17	15	-	n	5	-	-	-	n	n	-	9	31	-		
	Literacy	n	-	-	n	13	-	n	n	-	9	24	-	5	n	-	5	-	n	n	-	14	13	-		
	Total BE Non-Credit	12	-	-	n	32	-	n	5	-	n	81	-	n	n	-	28	-	n	n	-	23	71	-		
	Total Basic Education	37	n	-	7	32	-	11	6	-	182	89	-	29	12	-	n	30	-	12	6	-	73	127	-	
Non Credit	Non Credit Unclassified	-	-	-	-	-	-	-	-	-	-	24	-	-	-	-	-	-	-	-	-	-	-	-		
University	Total University	n	n	-	-	-	-	-	-	-	16	63	-	-	-	-	-	-	-	-	-	12	49	-		
Total		68	18	34	8	34	6	16	16	12	296	619	1,089	73	36	17	n	37	7	18	14	14	548	685	1,581	

Notes:

The minimum count reported for student confidentiality is 5. This standard shall be used for all data collections that include any factual or subjective data collected on a student when the reporting of such data could focus on a specific identifiable

If this criterion is not met, then the classification and sub-classification is reported as "n".

Classification and sub-classification counts of less than 5 are disaggregated for public reporting to ensure student confidentiality is maintained.

Classification and sub-classification counts of less than 5 are aggregated for public reporting in totals greater than 5 if student confidentiality can be maintained.

Equity Participation Completers and Graduates by Program Groups for Cypress Hills Regional College

		2003-2004									2004-2005								
	Programs	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
Skills Training	Institute Credit																		
	BAST	26	10	n	n	-	n	12	n	n	10	n	n	n	n	n	7	5	n
	Other	n	n	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Apprentice & Trade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Institute Credit	n	n	n	n	-	n	12	n	n	10	n	n	n	n	n	7	5	n
	Industry Credit																		
	Total Industry Credit	71	18	n	n	n	-	12	12	-	72	8	8	n	n	n	11	n	1
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)	18	10	-	n	n	-	n	n	-	11	11	-	n	n	-	6	6	-
	Total Non-Credit	18	18	-	n	n	-	n	n	-	11	11	-	n	n	-	6	6	-
Total Skills Training		66	47	n	8	6	n	27	19	n	43	23	11	9	6	n	24	n	n
Basic Education	Basic Education Credit																		
	Adult 12	11	9	-	n	-	-	n	n	-	6	n	-	n	-	-	n	n	-
	Adult 10	17	6	n	n	n	-	8	5	n	13	5	n	n	-	-	7	n	n
	Academic GED	5	5	-	a	a	-	a	a	a	-	-	-	-	-	-	-	-	-
	Total BE Credit	33	29	a	6	a	-	22	17	a	19	8	a	a	-	-	a	5	a
	Basic Education Non-Credit																		
	Employability/Life Skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	English Language Training	-	-	-	19	19	-	-	-	-	-	-	-	23	19	-	-	-	-
	General Academic Studies	6	7	-	n	n	-	n	n	-	9	n	-	-	-	-	n	n	-
	Literacy	n	n	-	14	14	-	6	5	-	6	n	-	5	5	-	n	n	-
Total BE Non-Credit		12	19	-	34	34	-	9	7	-	15	6	-	28	24	-	7	5	-
Total Basic Education		45	39	n	40	36	-	31	18	n	33	14	n	32	24	-	31	10	n
University	Total University	3	3	-	-	-	-	1	1	-	-	-	-	-	-	-	-	1	1
Total		114	89	8	48	42	n	49	38	6	76	37	14	41	32	n	43	26	14

E=total enrollment

C=Completers (the total number of students who completed course requirements or remained to the end of the program)

G=Graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry)

Notes:

The minimum count reported for student confidentiality is 5. This standard shall be used for all data collections that include any factual or subjective data collected on a student where the reporting of such data could focus on a specific identifiable student.

If this criterion is not met, then the classification and sub-classification is reported as "n".

Classification and sub-classification counts of less than 5 are disaggregated for public reporting to ensure student confidentiality is maintained.

Classification and sub-classification counts of less than 5 are aggregated for public reporting if total is greater than 5 if student confidentiality can be maintained.

Beatty Campus

Box 5000, 129 2nd Avenue NorthEast
Swift Current, SK S9H 4G3
Phone 306.773.1531
Fax 306.773.2384

Gravelbourg Campus

Box 652, 7 Alhabasca Street
Gravelbourg, SK S0H 1X0
Phone 306.648.3244
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Maple Creek Campus

Box 1738, 20 Pacific Avenue
Maple Creek, SK S0N 1N0
Phone: (306) 662-3829
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Shaunavon Campus

Box 1478, 7th Avenue West
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President
Mark
Frison
& Board
Chair Bill
Doidge



Staff, including
President Mark
Frison, volunteered
as "patients"
to help Practical
Nursing students
develop their
assessment skills.



Liz Wilger

"When I decided to go back to school and enrol in a carpentry program, I had a choice between attending SIAST Palliser Campus in Moose Jaw or Cypress Hills College. I know I made the right choice because I really enjoyed the small class atmosphere and there was more one-on-one interaction with the instructor. I don't think that would have been possible if I went to Moose Jaw. The staff was always friendly and willing to answer any questions I had. I was very pleased with my overall experience. I am now enjoying a new career in the construction industry in Swift Current." - Liz Wilger

President's Message

The college has firmly embraced its role as a catalyst for economic growth in the southwest region. Armed with advice from community consultations and research, college staff crafted a bold new mission and strategic direction for Cypress Hills College. The dedicated team of professionals at the college worked diligently and contributed to a direction which will position the institution to grow the economy of southwest Saskatchewan.

While planning was a strong focus for the college in 2005-2006, it was not a year without action. The college was able to offer a wide array of programs and services tailored to the needs of our region. Further, many new partnerships were forged which will benefit learners, employers and communities through project development and collaborative effort.

The college was encouraged in 2005-2006 by a renewed emphasis on skills training as part of the public policy agenda. A summit in November, hosted by the Council of Federation, demonstrated that Canada's premiers understood that post-secondary deserved increased attention on the national stage.

Here in Saskatchewan, the province created a new department of Advanced Education and Employment which should help to focus energy of the skills training agenda. Following the release of the Training System Review, this year's provincial budget had the highest level of increased spending on post-secondary in this decade. This gives hope that the province of Saskatchewan will continue to make skills training and the implementation of the Training System Review a priority with further investments in programs and capital, as well as, policy changes which will enable a more innovative and responsive training system.

Mark Frison, President
Cypress Hills College

Highlights of 2005-2006

Student Success

Please refer to page 18 for full student outcome data.

	Enrolled	Total Grads/Completers	Percentage of Completers/Grads
Institute Credit	278	271	97%
Industry Credit	1098	1081	98%
Basic Ed Credit	122	79	65%

85% of students employed at student follow up were employed in Saskatchewan.

Accessibility

Please refer to page 17 for full equity participation and outcome data.

Participation by aboriginal, visible minority, and disabled students accounted for 8.2% of all college enrollments in 2005-2006. A full 50% of students taking Basic Education classes were equity group members.

Participation by aboriginal students was highest in Basic Education at 23.7%, followed by Institute Credit at 5.1%, and University at 4.3%. Aboriginal population in the region is approximately 2.3%.

EQUITY OUTCOMES

	Enrolled	Grads/Completers	Percentage Completed
Visible Minority	62	54	87%
Aboriginal	84	67	80%
Disabled	21	15	71%

Marisa Cathcart
2011 Goals

1. Catalog monthly Microlog fiche product releases, maintaining high cataloging standards and using Exodus, OCLC Connexion, the Canadian Research Index (CRI), and cataloging resources available through Library of Congress, OCLC, Amicus, the University of Laval and others as needed. Microlog records require a 520 tag, so copy or write abstracts as needed. Microlog cataloging goal is about 40 minutes per record, with an average of 1 or fewer mistakes per record. (40%)
2. Proof the cataloging of other catalog librarians in the department. Goal for Microlog is to proof at a rate of about 10 minutes per record. (30%)
3. Work closely with the other Micromedia staff and the Senior Catalog Librarian, including manager and editors as appropriate, to develop and refine production processes and share information, knowledge and skills. Document cataloging decisions and processes, and share with colleagues via the department shared drive. (20%)
4. Actively participate in department decisions/discussions regarding cataloging standards and department cataloging practices. Complete professional development activities as appropriate, including webinars or other continuing education opportunities. (10%)